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ABSTRACT

The aim of this study is to evaluate industrial approaches to management development programs to ascertain the applicability of using similar schooling techniques in Air Force managerial development. The primary emphasis is on where the Air Force might benefit from industry's experience in the middle manager area. An additional objective is the examination of the current Air Force effort in managerial schooling development. The conclusion infers that: management development programs are needed; each individual's training needs are unique; only a portion of the total officer force can attend Air Force off-the-job training programs; a great number of officers must depend on on-the-job training methods for managerial training, and many of these methods are not used; the Air Force lacks an overall plan for management development; the great potential of the Junior Officer Councils as a management development tool is being wasted; formal exposure to management concepts is coming too late or not at all in the career of many officers; and more experience is needed with the major new innovation in management development being used by industry (the Assessment Center) before conclusions can be reached on its applicability to the Air Force. (Author)

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Air War College

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SCHOOLING THE MIDDLE MANAGER

PROFESSIONAL STUDY

No. 5406 **By** George D. Robinson

U.S. DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
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SCHOOLING THE MIDDLE MANAGER

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A RESEARCH REPORT SUBMITTED TO THE FACULTY

MAXWELL AIR FORCE BASE, ALABAMA

April 1974

ABSTAINER

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AIR WAR COLLEGE RESEARCH REPORT SUMMARY

No. 5406

TITLE: Schooling The Middle Manager

AUTHOR: George D. Robinson, Lt. Colonel, USAF

An evaluation of managerial schooling needs oriented towards a comparison of Air Force experience against industrial experiences. The theme central to this discussion suggests emphasis upon those military members comprising the middle of the management spectrum. An appraisal of the Air Force management development scheme is offered. This is followed by examination of programs and aids employed by industrial-commercial enterprises in similar efforts. The two variations in management schooling are compared in the summation. The conclusion infers that the current situation rates emphasis and more specific parameters. Next is an idea that additional supervisory attention would be useful. A third conclusion is that formal management schooling emerges somewhat late in the careers of many officers. Recommendations are that the Air Force consolidate data on management development into one package and combine this with a program of publicity and assistance tailored to the individual officer.

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CHAPTER I

INTRODUCTION

The pace of scientific progress coupled with a dynamic world environment literally force increased attention upon the military professional. The role of the military professional is undergoing rapid and significant change. Nowhere does this seem more pronounced than in the area of management and supervision. Education, training, managerial expertise and leadership are all considered imperative in this modern world of today. This is especially the case in the present military environment. Perhaps, even more so for the Air Force supervisor. Weapons technology alone poses some of the most significant strains on Air Force managers.

The Air Force manager has been influenced by many changes in doctrine, technology, and modifications of national policy. In addition, these influences have been overshadowed by a new social scene both nationally and internationally. Such factors have drastically threatened traditional management methods and traditions. No longer can a combination of flying or drilling skill, grade, seniority, and a series of hunches assure an adequate succession of capable managers and leaders.

Now, awareness of international activities, understanding of politico-military problems and an accurate perspective of social change is expedient to the manager in today's busy world. General

John P. McConnell, Chief of Staff, United States Air Force in 1968 emphasized the numerous changes and consequential adjustments when he stated:

> In preparing for the even greater demands of the future, it clearly behooves us to measure our progress toward still a higher order of professionalism in terms of education, training, experience, and most important of all, in terms of motivation or basic outlook toward to military service.[1]

It can be quickly noted that education is the first factor mentioned as integral in attaining skills needed for the future. At this point, clarifying two terms is helpful. Schooling is often considered interchangeable with education. Perhaps schooling can be effectively employed in preparing the middle manager for future tasks.

Identifying the middle manager is needful in order to tie in a fruitful preparatory program. Three task levels or phases of duty comprise the military assignment structure. These are the specialist, the manager, and the leader or executive. They can be seen as three distinct, but interrelated facets of the military career profile.

Three separate facets of the military career profile regarding responsibilities, duties or tasks are beneficial here in order to delineate the middle management arena. Parameters are relatively simple for identifying the subject area. Let the boundaries be set as those individuals falling into the region between specialists and executives. This is coupled with those people not emergent or promising enough to show on accelerated promotion listings. The lower guide would be the somewhat undesirable. In short, it is the pool of those comprising the middle of the military people spectrum.

It is here that some separation must be made between management and leadership. Hersey and Blanchard propose an explanation.

> In essence leadership is a broader concept than management. Management is a special kind of leadership in which the accomplishment of organizational goals is paramount. The key difference between the two concepts, therefore, lies in the word organization. While leadership also involves working with and through people to accomplish goals, these goals are not necessarily organizational goals.[2]

The thought here suggest that management falls within the boundaries of leadership. Management is more recently on the scene than leadership. Changes, new ideas, different methods seem more predominant within the management area. Changes, progress and new techniques promote the possibility of stagnation or obsolescence if the manager fails to exert some effort in keeping current.

> The obsolescent executive is not a problem for the future. He is with us NOW. . . One of the most painful phenomena of our time is executive obsolescence. And paradoxically, the man who is urged to take specialized training to avoid obsolescence is told at the same time that his new professional knowledge has a half-life of 10 years. That is, half of what he knows will then be obsolete.[3]

Changes in today's world is a fact of life, and management along with all other disciplines must live with this reality. Living with this reality means that managers must keep abreast of developments within their field of expertise if they plan to remain competitive in their environment. As one writer has stated, "all individuals, regardless of their discipline or their specialty, must continue to develop themselves both on their own as well as with their employer's help, if available, merely to keep pace with the state of their art."[4] Today's management is constantly being faced with new magnitudes of bigness, complexity, costs, and risks in everything that is done. In addition, new issues are also arising that are symbolic of our constantly changing times--such as population growth, civil rights, ecology, and youthful attitudes.[5] All of these changes only point to a fact of progress: things are slightly different today than they were yesterday, and as a result managers also need to change.

As managers, "we need a constantly changing perspective--we need constantly changing values--we need to constantly seek new solutions to new situations."[6] Moreover, we need to keep up with new procedures, new methods, and new techniques which are devised to help us more adequately handle the new complexities of management and the environment that we manage.

Two recently espoused principles also point to the need for managers to continue their education and development to keep abreast

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of changing conditions and situations. The first of these, the Peter Principle, is most widely known. In summary it states that "all executives will sooner or later rise to the level of their incompetence."[7] Another principle, which was developed by Paul Arner and is referred to as the Paul Principle, specifies that "sooner or later individuals become incompetent on the job they are holding."[8] No organization can progress if its managers become enmeshed in these principles. Consequently, a conscious effort should be made to keep executives from becoming a product of these principles. Managers fall prey to these principles for two reasons: "because they do not keep up with the technological innovations of the business which they are managing."[9] and "because, as the company enlarges and the management job grows, previous philosophy and practices become inadequate."[10] Thus, the environment changes, and managers who work within and upon the environment must also change. This changing environment, however, is not restricted to the civilian sector. The military environment is also dynamic.

The stagnation of management thought is also a problem to be resolved within the military community, and the civilian sector of the economy does not have a corner on it. As many writers have pointed out, the Department of Defense is bigger than any single business organization in the world, and if it is to be more efficient it must also be concerned with good management and managers. The Air Force is no exception. With increasing requirements for research and development, continuous innovations in weapons systems, varying defense budget, and rising social changes, its managers too must be trained to manage these changing and more complex situations. Former Secretary of Defense Melvin R. Laird has said:

> ... The tasks of military leadership in the future will be more complex and difficult and the talent required to perform those tasks successfully will be of a higher order and greater variety than ever before.
>
> Once it was enough that the military leader excel in strength and stamina and courage. Today the range of talents required is infinitely broader, and the emphasis is on brainpower and character .... We need military leaders who understand this complex world in which we live, the philosophies men live by, the leaders and people of other nations, their history, their customs, their aspirations, their problems. We need military leaders who understand the scientific revolution of recent years, the physics and mathematics and other sciences that have given us the power to relieve human misery or to destroy each other. We need military leaders who understand the techniques of managing bafflingly complex organizations.[11]

To see the effects of these changes taking place, one needs only to open his eyes and look at some of the new Defense Department programs with which managers must work. Most of these have come to the forefront within recent years. Numerous councils have evolved: the airmen's council, the NCO council, the junior officer council, and the human relations council, to name a few. There is also extensive emphasis on the equal opportunity program, race relations training, drug abuse, alcohol abuse, and programs which deal with ecology and the environment. We have an all volunteer force which is in turn necessitating new emphasis on all aspects of human relations and the manner in which individuals are treated. Retention of volunteers requires such emphasis on how people are treated.

With each of the above programs comes an increased need for communication between management levels and between the organization and the individual. In this area, new emphasis has been put on communicative means: actions line in base newspapers, unit level rap sessions, revised commander's call formats, telephone hot lines, AF Now films, more conferences, and greater emphasis on the commander's open door policy. Each of these programs is concerned primarily with only one area of management: human relations. There are also many other areas, as mentioned previously, which the manager must supervise and maintain current knowledge.

Often programs evolve due to crises, and some of the above programs also originate as a result of problems caused by ignoring good management principles over a period of time. The result is frequently additional directives to prescribe action. Why must the use of good management principles have to be prescribed through regulations? Possibly our managers lack schooling in the basic reason why they do things this way, or are they just providing a program that is prescribed by a regulation? This study will not specifically answer these questions, but it will address the topic of management schooling and explore the techniques being used by industry to educate its managers to see if there are any areas in which the Air Force could benefit from industry's experience.

Present Situation

As technology expands and organizations become more complex, new methods of management also evolve and information bases expand. The basic problem is that we live in a dynamic and progressive environment which requires the continual development of managers if they are to remain effective in their jobs. The Air Force must have programs that will keep the Air Force manager aware of new techniques and aids so that ~~t~~he has a current information base to use in making decisions. Questions to be addressed by this study are: what methods are used in industry to keep their managers current, and what is the applicability of these approaches to the Air Force in light of current Air Force manager development practices?

Purpose of the Study

The aim of this study is to evaluate industrial approaches to management development programs to ascertain the applicability of using similar schooling techniques to enhance Air Force managerial development. The primary emphasis is to determine where the Air Force might benefit from industry's experience in the middle manager area. To determine how the Air Force might benefit from industrial experience also exposes the additional objective of examining the current Air Force effort in managerial schooling development.

Parameters

This study is limited to management development of officers. Although all of the techniques reviewed would apply equally to the enlisted grades, no attempt is made to look at the specific programs of what is termed supervisory management training. Although the whole range of officer development is considered, emphasis will be placed on the intermediate management levels. No attempt is made, either, to look at undergraduate training programs in management. Additionally, the study will look only at training programs which constitute one aspect of the entire development process.

Approach

The initial basic assumption here is that all commissioned Air Force line officers are regarded by the Air Force as potential managers and that the Air Force is concerned with their development. It is further assumed that the value of management schooling and development is recognized, and that the Air Force wants to improve its development program where possible. This second assumption stems from the fact that the Air Force is concerned with the effective use of resources. The third assumption is that the present selection and promotion precedures for officers will not change appreciably within the near future. In industry, management development is often tied very closely to selection, and the Air Force due to size does not offer the same centralized selection function that is often available in industry. The fourth assumption is that the Air Force officer is much like his counterpart in civilian life, and the same techniques used to train the civilian will also be effective in schooling the Air Force manager. Also, the management methods used by industry can be useful in the military environment.

Definitions

The following terms are used in this study. Since both terms are basic to the subject of this study, they are defined here as they will be used by the author. Training: "An organized program conducted by management with conscious intent to improve performance by making more effective use of its people."[12] Management Development: "Planned experience, guided growth, and training opportunities provided for those who perform the management functions"[13] that are keyed to the needs and growth of the individual.

Background

The subject of management development has received continuing emphasis since World War II. Many books have been written on the

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subject, and most management texts contain a section dealing with manager development. In addition, both civilian and military writers have authored articles and papers on the subject. However, the quantity of articles written by military authors is much less than the number written by civilian writers. Most of the very recent information is contained in periodicals. Although there are some recently authored books on the subject, many are not readily available. Even though the majority of information is written with reference to business and industry, the information is also beneficial in a study of management training applications in the Air Force.

Studies are also available which address various aspects of management development. Another source of studies are those written by students of the professional military schools. These writers have written on various aspects of the subject, but each has also evaluated the military effort in management development. Each concludes that there is more the Air Force could be doing in this vital educational area.

Other sources encompass specific company programs, university requirements, and management association programs which are designed to increase and improve the manager's knowledge. Each individual program treats the subject based upon the specific objectives of the given program. In addition, many individual pre-packaged programs are available, from various sources.

However, with so many programs available, one must be cautious about accepting fad programs which have not proven their value.

The last source used in this study includes the official regulations, manuals, and pamphlets of the United States Air Force which outline the Air Force's concept of management development. This information is scattered; no single publication brings all the Air Force information together into one centralized source document or package.

Management development is a continuing and dynamic activity. As change occurs in management practices, it also affects management training, and periodically assessments must be made to determine if programs are using the latest information and training techniques available. Most companies have departments which are tasked with overseeing the firm's efforts in management development. Their job is to keep abreast of the changes and administer a program that provides the best training for their managers. The Air Force is no different in its need for developing managers. Periodically Air Force efforts in this area also need to be evaluated. Several studies were conducted by students of the professional military schools in 1966 and 1967 on the subject, but interest seems to have lessened since then. This discussion also gives a more specific treatment of instruments involved in schooling methods.

Technique

This study uses the exploratory descriptive method and is based upon existing empirical surveys and literature on the subject. Such review was limited to materials available in the Air University library books and periodical collection.

Study Composition

Chapter II gives a perspective of management development and presents the advantages, a brief history, a training model, some cautions, and basic principles of management development. Chapter III reviews the current management development programs used by the Air Force. It also looks at both the informal and formal method as a basis for comparing industry and military use of the methods. Chapter IV describes the various methods and techniques used to train managers in industry. It describes the methods and how they might be used. The methods are grouped under on-the-job and off-the-job categories. Chapter V compares the industrial experience with the military experience. It emphasizes areas where the military can benefit from civilian experience. In chapter VI the author draws some conclusion concerning the use of training methods and makes recommendations as to how the Air Force can benefit from civilian experience.

CHAPTER II

MANAGEMENT DEVELOPMENT - A PERSPECTIVE

> The knowledge and technical aspects of managing are rapidly changing and the perceptive top manager will never assume that his education in management is complete.[1]

To be able to talk about schooling methods and manager development, one must first know what management development entails. This chapter exhibits a brief perspective of management development. This perspective is acquired by examining the advantages and disadvantages of a management development program, taking a brief look at the history and purpose of management development, and reviewing some principles of management development.

There is a need for management talent; many writers agree that "American industry is currently experiencing a shortage of qualified management talent."[2] Given the limited supply of available talent, there are "at least three ways that a company can satisfy its needs on a continuing basis. It can 'shanghai' talent from other companies to make up any deficit; it can promote internally; or it can provide an internal mechanism that will insure an adequate supply of talent to fill its positions, i.e., institute a Management Development Program."[3] The first two methods are outside the realm of possibilities for the Air Force; by its structure, must promote from within. Additionally, the Air Force, as stated in AFM 25-1, has rejected the idea that managers develop on their own. Therefore, management development must be an Air Force program. The following are advantages and disadvantages of a formal management development program:

Advantages:

1. Promotion occurs from within the organization.
2. It fosters loyalty to the organization as a whole.
3. Managers are encouraged to think in terms of the entire organization rather than a single department.
4. A formal program requires some degree of standardization as to criteria, procedures, and basis for selection and promotion.
5. A formal program usually raises moral because the process for advancement becomes more clearly defined to the individual employee.
6. A formal program, like any other process, can be reviewed and changes made when necessary to meet changing conditions, updating selection, etc.
7. A formal program guarantees a supply of well qualified individuals to satisfy any requirements for openings in the management ranks.

Disadvantages:

1. The cost to initiate a program is usually high, and a considerable period of time is required before it becomes effective.
2. To be effective, it must of necessity bring changes within the organization as to procedures and policies.[4]

All companies who take management development seriously, and this includes a majority of American companies, have a formal program and do not depend on training to take place automatically.

However, the present emphasis on formal programs in management training is comparatively recent.

Historical Perspective

Management development is not a new concept, but it is more important in today's world than ever. One of the classic examples of management education and personal development is recorded in the Bible as Moses is instructed by his father-in-law Jethro on how he should organize and delegate authority to manage his people more effectively. Moses was spreading himself too thin as his responsibilities increased, and he received instruction on effective span of control and decentralized delegation of authority. As this example indicates, education has always been with us, and over the years much management education has taken place, whether it was recognized or not. However, training specifically for management development is quite recent--dating from World War II.

In the days before World War II when management was less clearly understood, the generally accepted viewpoint was that somehow or other men acquired whatever it took to be a manager. Thus, prior to World War II, management training concepts centered on exposure and passive experience. It was assumed that the best people would automatically rise to the top. However, with the changing environment and with the parallel growth of the management discipline itself, the management environment has become too complex for this type of training.

As the management field has grown, so also has the training emphasis. As the need for training grew, the foreman was the first management level to be trained, but by 1950 it was also recognized that training was needed for middle and higher level managers. As training grew, the emphasis on methods shifted from learning only through experience to a combination of formal training and experience. The current emphasis generally recognizes that learning a skill entails practice and developing generalizations about good practice on the basis of both theoretical and practical experience. Management training programs today are a blend of theoretical with practical experience. In summary, it may be said that "management is no longer essentially 'keeping the store.' Today it is much more a process of continuous planned innovation, creating of changed conditions, adaptation of the organization to these changes, and the motivation of employees at all levels to attain the new goals. This has required not only more managers, but, usually, a different type of manager."[5] Management development aims to provide both.

Intent of Development Programs

The overall purpose of a management training program is to preclude obsolescence in the manager's knowledge. Additionally, it may provide him with this first formal exposure to management concept. This last situation is certainly true in the Air Force which makes managers out of people with varied backgrounds, many of whom lack any formal management training. More specifically, management development is an effort to bolster knowledge and experience in the interest of developing judgment. The program itself should create opportunities for the manager to develop skills directly oriented to executing managerial functions. As such, the program not only creates the capacity to manage and administer but also increases and improves this capacity to improve both current and future manager performance.[6] The above discussion shows generally what management training should do.

More specifically the program develops the individual for the good of both the organization and the individual. Once it is decided that management development is needed, the program must be established. Simplistically, we can view the process as three steps.

Step one asks the question: "Development for what?" The organization must determine: "In what areas to we want our managers to be proficient? Which managers get what training? Why?"[7]

Step two considers a needs analysis of the individual managers. "This would include cataloging--and perhaps measuring--skills, characteristics, strengths, weaknesses, etc., and then comparing them with the corporate needs"[8] developed in step one. What are the individual's needs for development? This is the basic question that is asked at this step.

Step three is to "determine the best method to overcome individual weaknesses and preserve individual strengths in accordance with the corporate plan."[9] Thus, this step involves the selection of training techniques to fit the individual need. Once the specific needs for management development existing within one or more individuals are determined, the choice of management activity naturally suggests itself.

Although the detail work and decisions in the above plan are more complex than they sound, the format provides the essential framework to understand the basic issues involved in management training. It is step three that provides the topical matter of this paper. What are the techniques that are available for development training? A number of training techniques exist, but let us first consider some of the ways in which these methods may be categorized.

Categories

Several frameworks exist for classifying development methods. Most management literature divides these methods into on-the-job and off-the-job methods. The terms informal and formal are sometimes used synonymously with these terms. Another method is to classify according to the organizational level for which the development experience is designed. Typical levels are supervisory, middle management, and executive personnel. Another method relates to the technique or process involved in development. This method, developed by J. P. Campbell, uses three categories: information presentation techniques, simulation methods, and on-the-job training.[10] An informal method classified the techniques according to the organization providing the program. These categories are in-house, college and university siminars, trade association meetings, conventions, and seminars by outside organizations.[11] A last method which seems to be catching on is the goal-directed approach. Under this approach the techniques are divided into three categories according to purpose: education, training, or behavior change. Regardless of how the method is classified, the method remains the same. Different classification schemes only try to make each method more understandable.

Management development if done right is a difficult, time-consuming and effort-demanding activity. Those who don't want to take the comparatively slow approach to a sound management development program will grasp for straws and become prey to fad approaches.

As much as we would like to find a new approach to management training to make it easier, almost all management concepts and principles are well spelled out in the present management literature. These concepts and principles are refined in numerous textbooks, and it becomes a matter of first learning and understanding what these principles are and secondly applying them in the working environment. By far the biggest step, on

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which management development would hopefully solve, is to help the manager incorporate the organization and management principles he knows into his own management practices. To date, there are no overnight fast ways of doing this. Little is really new in management.

Since many management conceps can be found in the Bible, what is needed to learn these lessons is a sound program based on established principles of development.

Principles of Development

Several listings can be found on principles of development, and although the word choice may be different, the underlying meaning is generally the same. One of these listings as included in a study by the National Industrial Conference Board includes the following:

> All development is self-development.
> Activities should be tailored to the man.
> Development requires action.
> Controls can aid development.
> The company "climate" is important.
> The boss has a major influence.
> Development is a line responsibility.
> Development is a long range process.[12]

The first one is the most widely accepted of these principles. An individual must provide the motivation for his own development, and motivation is prompted by the man's personal goals and ideals. If he has no motivation to develop, no program--no mater how good--will develop him.

Second, a program should be flexible enough to include a variety of development activities sufficient to accommodate each individual's needs and learning abilities. This says that an ideal program would include an individual program for each manager, a set of activities and experiences that are based upon his background, his present needs, and his prospects for future assignments in the firm. Not all people fit the same mold or need the same development; this fact must be recognized.

Third, development takes place because of some action or reaction on the part of the learner. That is why involvement is indispensible to effective learning. Increasingly, emphasis is being put on providing actual practice in applying managerial knowledge and skills on the job. The intent is to make it a working knowledge and not just knowledge. This avoids the plaque of passive involvement. It makes people act and use the knowledge so it becomes a part of his skill and personal management style.

Fourth, controls mean that a program with carefully defined objectives, planned procedures, a known time schedule, and attention to costs will be better than one without these controls. This rule applies to both the individual and the organization. Objectives are needed to measure progress and actually see if development is being made.

Fifth, climate is the way things are in the work environment. It is the impression the workers have of the firm. This development program must complement the climate. In other words, the firm must practice what it preaches when it trains. A company can say in many subtle ways it does not want its managers to develop. If they can't use what they learn, why develop them? If there is a discrepancy between what the firm says it wants its men to learn and the way it actually operates, executives had better review their management development objective.

Sixth, it is the supervisor who represents the firm's formal authority and who specifies and interprets its policies and objectives. It is the boss who determines the employee's assignments and his opportunities to learn on and from his job. The boss plays a crucial role in determining an employee's--particularly a manager's--future in the company. It follows that it is the supervisor whose management methods, whose attitudes, whose 'style' is quite apt to be observed and imitated. Repeatedly, in studies of the supervisor's influence, subordinates have said that the most important influence upon their careers have been one of their bosses.

Seventh, the supervisor is the one with continuous influence over the subordinates and, as such, he remains responsible for seeing that services are carried out. "He is responsible for ensuring that his subordinates' assignment are such that they have opportunity to grow in them. He is responsible for motivating them toward growth. He is responsible, also, for setting an example that will help their development as competent managers."[13]

Summary

Management development is [illegible] program for developing managers and keeping their management knowledge current in a changing environment. In today's environment, growth does not happen automatically; a formal program is needed to help managers develop. This emphasis on formal programs is fairly recent and dates from World War II. In developing a program, three basic questions must be answered: What development does the company need in its managers? What development do the individual managers need" And what method or programs will accomplish the above objectivies? Additionally, any program that is developed should acknowledge and be guided by the training principles that have developed as this discipline has grown. Now that a basic understanding has been presented, a look at Air Force circumstances is warranted.

CHAPTER III

MANAGEMENT DEVELOPMENT IN THE AIR FORCE

> The Air Force does not "spoon feed" its members. Each man's career is his own responsibility.[1]

The Air Force, in Air Force Manual 25-1, recognizes that developing future managers is one of the most significant responsibilities of any manager. This chapter will outline the approach that the Air Force employs in developing managers. Additionally, it will discuss the methods used and suggested for use to insure that Air Force officers receive the proper management development training to meet the Air Force needs for qualified managers. Both on-the-job and off-the-job methods will be discussed.

AFM 25-1 is the Air Force management manual. However, this manual devotes only two and one-half pages to management development. Therefore, the brief amount of information in AFM 25-1 must be combined with officer career information in AFM 36-23 and other publications to understand the overall structure and concept of management development in the Air Force.

Air Force experience with management development is similar to industry's experience, and officer development through use of a formal program is fairly recent. Prior to the introduction of a formal program, "it was reasoned that, by exposure to an operational environment, the officers would quickly acquire the experience necessary to recognize basic issues and develop the professional and technical skills required to deal with contingencies."[2] However, due to technical complexity, size, and management requirements of the Air Force, it is recognized that career development can only presently be met through a formal career development program. It is recognized that "the informal method of development is inadequate to provide sufficient flow of qualified officers to meet Air Force needs.... because there is a lack of control and direction of their career development."[3] It is concluded in AFM 36-23 that AFM 36-23 is a start toward formal and planned career development. Being the Air Force quide to career development, AFM 36-23 along with AFM 25-1 provides the basic guide to management development. One very basic part of the Air Force approach to management training is that much development is self-development.

Both AFM 25-1 and AFM 36-23 state that the Air Force does not and will not "spoon feed" its members. Each man's career and development is his own responsibility. AFM 36-23 specifically states:

> Each officer who expects to perform in top senior grades must be aggressive in perfecting his performance and in acquiring the diversified job experience, schooling, and education reflected herein.[4]

AFM 25-1 further elaborates on this idea as follows:

> From the individual's standpoint, his development is a joint enterprise in which the Air Force creates the climate favorable for career progression, and he applies himself and his natural endowments to take advantage of that climate ....
>
> The Air Force will provide guidance and help him think through his development, but he himself must work out his problems and acquire the knowledge, attitudes, and capabilities he needs to hold progressively advanced positions.[5]

Thus, in the Air Force, the individual must be aggressive in planning for his own management development.

However, he must also be prepared for frustrations as Air Force needs come first. "While the individual's aspirations and long-term development are emphasized throughout this manaul (AFM 36-23), it must be recognized that Air Force needs must be met."[6] As a result, the Air Force may not always provide the experience and opportunities the individual officer feels he may need. However, the individual is not left entirely to himself because AFM 25-1 also states that developing Air Force managers is an inherent responsibility of command. Thus, the Air Force commander must also be concerned with his role in using on-the-job development methods to develop the managerial competence of his subordinates.

On-the-Job Training

A key point in the use of on-the-job methods is the role of the immediate supervisor. The Air Force is no different than industry in recognizing the key role that the boss plays in management development. It is the boss who is in the best position to determine the development needs of his subordinates. Therefore, the immediate supervisor must study each subordinate officer, determine what motivates him, draw upon the subordinates' aptitudes and skills, and use him to the limits of his capabilities. To do this, the supervisor must recognize his own role in the day-to-day development of each officer and deliberately create a spirit of mutual confidence.

The supervisor must also provide the example from which the subordinate can learn. In providing this example, "the supervisor is responsible for practicing and using all the processes, techniques, and tools that constitute good management and leadership."[7] Thus, the immediate supervisor is supposed to play a key role in all management development that takes place in the Air Force. These responsibilities are stated in Chapter 5 of AFM 36-23. In performing the above development duties, the supervisor has the responsibility for developing "matters such as on-the-job coaching, performance evaluation, job rotation through simple-to-complex duties, and recommendations for classification, training, education, and further assignments."[8]

On-the-Job Tools

Supervisors are encouraged and urged in Air Force publications to use each of the informal on-the-job methods discussed in Chapter III of this paper. Coaching receives particular emphasis. "The primary tool for developing a subordinate officer is the coaching technique that focuses upon the subordinates work."[9] Each superior is urged to help plan the subordinate's development based upon the subordinate's prior experience. This planning includes establishing performance standards, encouraging the subordinate to talk over his day-to-day job problems, counseling the individual on his overall training needs, and helping him develop his management talents through the use of various training methods.[10]

In training subordinates, commanders are charged with the following responsibilities. Each commander should expand the participation of career minded officers on formal boards, committees, panels, and ad hoc committees to help solve important, actual management problems. The commander should use expanding job rotation patterns within the unit and base to help those officers with above-average ability. An environment should be created that encourages officers to volunteer for and perform additional duties to expand their experience. All officers are to be counseled regarding career planning, and the commander is to actually seek career training opportunities for those officers who would benefit from such training. The above guidance, as contained in AFM 36-23, puts a large responsibility upon the immediate supervisor for developing the managerial abilities of his subordinates. However, only the above suggestions are made. No guidance is given on how to implement each of these suggestions, nor are any followup procedures prescribed to see how well the training is being accomplished.

The foregoing information represents the major portion of Air Force direction pertaining to the environment where a significant portion of Air Force management development should be taking place. For those who desire to get into a more formal on-the-job management development program, a few possibilities are available on a selective basis.

Special Development Programs

Three recently developed special career or management development programs comparable to the assistant, assistant-to, and job rotation methods used by industry are also available for junior officers. However, selection for these programs is limited to officers with outstanding records. The middle man or average individual is not favorably considered. The special programs are the Air Staff Training Program (ASTRA), Palace Spotlight, and Palace Vista.

ASTRA is a management-intern program providing early career growth for promising young officers in the three to seven year commissioned service group. Participating officers are assigned for 12-month controlled tours to Hq USAF (Air Staff) agencies at the Pentagon, the Air Force Inspection and Safety Center at Norton AFB, or the Air Force Military Personnel Center at Randolph

AFB. The objective of ASTRA is to provide young, outstanding officers with early career growth by exposing them to the complexities of Hq USAF management and decision making activities. Additionally, emphasis is placed on active participation in, rather than simply observing, current Air Staff projects. Follow on assignments, for the participants, will be carefully selected to insure "that the positions offer both challenge and sound career progression and subsequent performance will be monitored annually until the officers are considered for promotion to the next higher grade."[11] An annual authorization is provided for 75 officers.

Palace Spotlight is a program similar to ASTRA which provides the opportunity for selected officers to acquire early experience at MAJCOM Headquarters staff. Approximately half of the major commands are participating in this program.[12]

The third program, Palace Vista, is designed to provide selected officers with broadening assignments designed to promote the early stages of executive development before the office becomes eligible for an intermediate service school. Participants are provided with the opportunity to be assigned to different weapons systems, command environments, and positions of increased responsibility. The program was initiated in 1970 in an attempt to reduce over-specialization and early career stagnation. Movement in Palace Vista is horizontal, from command to command or weapons system to weapons system, and its key is exposure to diversified experiences.[13]

Each of these programs is a recent program designed to provide management development for selected outstanding junior officers.

However, for most junior officers, the on-the-job methods will be the primary means by which they receive management training since selection for formal training is not open to all. Additionally, as pointed out in AFM 36-23, some personnel policies may prevent individuals from receiving training when they are ready for it and should receive it. For example, a stabilized tour may keep an individual from being selected at the appropriate time for duties of increasing responsibility and scope. Further, it is stated that rated officers will expect to remain in aeronautical duties for at least five years. Thus, for the rated officer, his early management education must come through on-the-job methods, and his supervisor plays a key role. Career advancement and, as a result, management development is based on a competition that is intensified as progress is made through the higher grades and through assignment to positions of increased responsibility. And many of the opportunities for off-the-job management development are also a result of competitive selection.

Extra Curricular Methods

Off-the-job methods used in the Air Force are the same as those used by industry. The methods commonly used in extra curricular programs include: lectures, panel discussions, group discussions and seminars, cases, role playing, business games, in-basket exercises, programmed instruction, association programs, correspondence courses, university programs, and self-development. Each of the methods is used in varying degrees and combinations depending upon the particular program being discussed. Only three methods mentioned in Chapter III of this study are not in general Air Force use: sensitivity training, assessment centers, and outdoor training. Since it would only be redundant to look at each method again, the author in this chapter will only explore the use of different formal programs that employ the different methods. The first programs to be discussed are the professional schools.

Professional Schools

"The major objective of the Air University professional military schools is to provide Air Force officers a progressive program of education designed to enhance their professional competence by broadening their perspective and preparing them to assume responsibilities at high levels of command and staff duties."[14] Three schools are the primary means by which the Air Force professional military education objective is accomplished: Squadron Officer School (SOS) for officers with two to eight years service, Air Command and Staff College (ACSC) for officers with less than 15 years active commissioned services, and the Air War

College (AWC) for officers with from 11 to 21 years service. Although the curriculum of the three schools encompasses more than management, management is a part of each school's curriculum and represents the Air Force's major effort in formal management development.

Squadron Officer School conducts three 14-week classes per year with a quota of 782 students per class. Starting in 1974, the course will be increased to four 11-week classes which will permit 782 more first lieutenants and captains to attend this school each year. Officers are selected to attend SOS by their major command headquarters. In the area of management, 82 out of 469 academic instruction hours are devoted to management. The overall objective for management instruction is that the student should have increased "understanding of management concepts, ability to apply management techniques, and understanding of their relationship to Air Force and Department of Defense management of resources."[15]

Air Command and Staff College conducts one 40-week class per year with a normal student enrollment of approximately 600 students. Students are selected by a central selection board from major selectees whose potential would be most enhanced through professional school attendance. In the curriculum, 278 of the 910 academic hours are devoted to command and management. The command and management area objective states that the student will "be introduced to the general field of Air Force Management; understand its various functions and principles as well as those involved in practical applications in command and leadership situations; demonstrate an understanding of analytical tools of management as well as concepts and techniques currently used to manage Air Force resources."[16]

Air War College conducts one 10-month class per year with a normal quota of approximately 285 students. However, only 221 students are active duty Air Force officers. Students are selected to attend by a Headquarters USAF Central Senior School Selection Board. Officers selected are those "whose potential will be most enhanced through senior school attendance from secondary zone and best qualified primary zone temporary lieutenant colonel promotees and secondary zone colonel promotees not selected for senior school attendence at the time of selection for promotion to temporary lieutenant colonel."[17] Their management instruction consists of a command and management area which totals 180 hours out of 981 total academic hours of instruction. The objective for this instruction states: "To increase understanding of the management of defence resources, both human and material, and the current developments in management science application to the defense establishment, including analytical decision making, systems analysis, and the major defense resource management."[18]

Each of the Air Force professional schools also offer correspondence courses, and the Air War College and the Air Command and Staff College also have a non-resident seminar program.

Approximately 1140 officers attend the professional military schools each year. Schools that can be attended include not only the Air Force schools but also the other service and allied country schools. The FY 74 program calls for a USAF attendance figure of 1142 officers. They will attend the following schools:[19]

Air War College	220
National War College	35
Industrial College of Armed Forces	49
Army War College	16
Naval War College	16
NATO Defense College	4
RAF College of Air Warfare	4
The Royal College of Defense Studies	1
Canadian Forces National Defense College	1
Department of State Seminar on Foreign Policy	1
Inter-American Defense College	1
Air Command and Staff College	494
Armed Forces Staff College	160
Army Command and General Staff College	14
Naval Staff College	14
Marine Corps Command and Staff College	2
Canadian Forces Staff College	2
RAF Staff College	6
German Armed Forces Staff College	1

The distinguishing characteristic of those who attend these schools is that they are selected by a central selection board at promotion points in their career. Thus, a selection process is involved.

Attendance and enrollment in the various programs of the

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Air Force professional schools is as contained in Table I. Figures are current as of the FY 73 First Quarter.

TABLE I

ENROLLMENT OF AIR FORCE OFFICERS IN AIR FORCE
PROFESSIONAL COURSE PROGRAMS[20]

	Yearly Resident Graduates	Yearly USAF Resident Graduates	Corresp Enrollment	Number of Associate Seminars	Seminar Enrollment
SOS	2,346	2,286	11,990		
ACSC	609	495	8,118	108	1,771
AWC	288	223	2,205	92	1,640

Enrollment in the Associate Programs and Correspondence courses have witnessed a steady rise in the past three years. This is a natural trend since present projections and past experience indicates that only a fraction of the officer corps can attend the courses in residence. The percentage of career officers who can attend the professional courses in residence are as follows:

SOS	85% (After January 1974)
	60% (Before January 1974)
ACSC	15%
ACSC & Equivalent	20%
AWC	12%
AWC & Equivalent	18%

Air Force Institute of Technology

The Air Force Institute of Technology (AFIT) another of the formal courses, offers the second major effort of the Air Force in providing formal management development opportunities for Air

Forces officers. The mission of AFIT is to "provide education and training to meet the requirements of the Air Force in scientific, technological, managerial, medical, and other areas as directed by Headquarters United States Air Force."[22]

This mission is accomplished through conducting university-level educational curricula and conducting continuing education and specialized training programs. The university work is designed to give selected officers an educational background that will allow them to analyze and attempt to solve problems that apply to the Air Force mission. The continuing education and training programs are designed to satisfy specific Air Force needs for special skills of immediate applicability. Undergraduate, graduate, and doctorate level courses are offered in its School of Engineering and School of Systems and Logistics at Wright Patterson Air Force Base and through its civilian institutions program at selected colleges and universities.

Additionally, training is offered through numerous short courses, both resident and non-resident, and through training with industry. The ASTRA program mentioned previously is also administered by AFIT.

However, as mentioned in the mission statement, only part of the AFIT mission is concerned with management development. Table II summarizes the training which AFIT did in FY 1972 which can be considered as management development training.

The short course programs mentioned in the following table vary in length, but most fall within the one to seven week range. Additionally, many are specialized and aimed at training logistics managers.

AFIT also offers the Education with Industry Program and a special degree program for the Air Force Academy Instructor Program, the Air University Graduate Education Program, and the AFIT Instructors Program. These programs offer degrees in a wide range of academic disciplines, and some management degrees are obtained.

TABLE II

AFIT FY 1972 GRADUATES IN MANAGEMENT RELATED COURSES[23]

Program	Graduates	
School of Engineering		
Systems Analysis	17	
Systems Analysis	15	
Resident Short Courses	329	361
School of Systems and Logistics		
Logistics Management	120	
Short Courses, Resident	2,429	
Short Courses, Non-Resident	650	3,199
Civilian Institutions		
Degree Programs	304	
Short Courses	102	
Minuteman Education Program	105	511
Total Annual Output		4,071
Total Degree Program		561
Total Short Courses		3,510

However, the total numbers are small compared with other programs. A few career areas in addition to logistics also offer management training.

Specialty Courses

Several Air Force career specialties have their own management courses to train officers in the special management requirements for a given career area. Each of these courses has limited entry requirements and is not open for general attendance. Some of the career areas that offer such courses include: missile maintenance, aircraft maintenance, transportation, supply, logistics, and personnel. Let us turn now to base level programs.

Base Management Training

Air Force Regulation 50-37 prescribes a management training program for Air Force supervisors that is conducted at the local base level. One of the objectives of this course is to "provide supervisors with an opportunity to increase their knowledge and skills with respect to the latest managerial concepts, approaches, practices, and techniques for effectiveness on the job."[24] Classes may be composed of officers through the grade of captain, and first level full-time supervisors will be given priority for attendance. "All first level supervisors of three or more U. S. civilian employees are required to complete Part I of Mgt-1 within six months after assignment as a supervisor."[25] Part II must be completed within one year after being assigned as a supervisor of U. S. civilian employees. Course materials are developed by the Air Force, and use of case material is encouraged.

This base level course is one source available to commanders to help them fill the management knowledge gaps in each officers' qualifications as encouraged in AFM 36-23. The commander is encouraged to classify the knowledge and experience gaps in those officers under his command, and where these gaps are common to more than one officer, he is encouraged to design a group program for management development. "These programs should be accomplished at the lowest echelon of the Air Force having the capability of providing such training. Many opportunities for formal and informal career development exist at each level of command and must be pursued as a special command interest."[26] This AFR 50-37 program provides an excellent source that can be used to give officers an initial exposure to management concepts.

Other programs are also being implemented in the Air Force to fill knowledge gaps, and the implementation of race relations training provides a good example of such a program. This program was implemented by Headquarters, USAF; however, this is the type of training AFM 36-23 says should be implemented at base level. Commanders recognizing the needs of their people should have implemented such training without the Air Force directing it, if the requirement in AFM 36-23 were being properly met. However, too often the individual is being left on his own to develop his managerial abilities.

Self-Development

Several programs exist which will enable the individual to pursue management development experiences on his own if he so desires. One of these is the Extension Coursa Institute (ECI) which offers correspondence courses in a wide range of subjects. ECI extends the educational and training capabilities of the Air Force to all eligible personnel of both active and reserve components. The correspondence courses for the professional military schools offer the primary available material for management development from ECI.

Additionally, on base off-duty education programs are offered at most bases and offer and opportunity for individuals to pursue graduate degrees on their own. Over 400 colleges worldwide offer programs. Subject choice, however, is limited to what is available at a particular base, and not all bases offer management programs.

One last program is the United States Armed Forces Institute (USAFI) correspondence courses which also offer a variety of courses. Management courses may be selected from those offered.

Enrollment in each of the above courses is on a self-initiated basis. However, the Air Force does encourage members to enroll by providing the ECI study materials free and paying most of the tuition charges for the other two programs. To join such a program, the individual must perceive the need for the training and then have the initiative to pursue the program on his own.

Less formally, the Air Force also encourages a professional reading program for development. Periodically, Air University publishes a reading guide, (AFP 34-11-1) which is intended to assist Air Force personnel in following a systematic program of selective reading for personal development.

Summary

Management development in the Air Force puts a great deal of emphasis upon on-the-job training methods. Each supervisor is given the responsibility of providing training experiences that will develop the managerial talents of his subordinates. However, the on-the-job experience is supplemented through off-the-job methods, but selection for such programs as AFIT attendance, professional school attendance, and special courses is competitive and only a fraction of those eligible will attend. Therefore, the Air Force emphasis in management development for the majority of Air Force officers is on on-the-job development or self-development if the supervisor is remiss.

CHAPTER IV

TRAINING METHODS USED BY INDUSTRY

> Management development is becoming an increasingly complex field. There are a burgeoning number of experiences which are designed to improve the performance of managers in their present jobs or better equip them to handle future managerial assignments.[1]

Thusly, schooling seems imperative. A training technique is selected to develop a manager in line with his needs and the organization's needs. This chapter will explain the current methods and techniques used by industry to develop managers. The author will look at each technique in terms of its essential characteristics, use, and value. No attempt will be made to categorize the methods, but we will look at the methods in terms of the traditional grouping of on-the-job methods and off-the-job methods.

In the early years of company management development programs, the emphasis was usually put on the programs themselves. A development program frequently consisted of a collection of courses, conferences, and gimmicks designed to force-feed ideas. There was a constant search for new and better methods, and relatively little attention was devoted to the "product" of all these efforts.[2] However, this emphasis has changed, and today there has "been a shift away from almost complete dependence upon classroom-type training to a situation in which a wide variety of development techniques are employed to meet individual development needs. There is a greater use of methods that provide for the acquisition of management knowledge and skill on the job."[3] Indeed, today, management development practitioners rarely suffer from a lack of alternatives in choosing programs of development for members of their organizations. The typical dilemma is to make a rational choice given so many competing and apparently overlapping alternatives. This chapter will describe the alternatives that are available in the choice of training techniques.

On-the-Job Methods

On-the-job training methods are those methods which are an integral part of the prospective managers' current day-to-day work. The training that is accomplished through these methods is done as a part of the daily work environment. Much of this training is accomplished through actual involvement and experience which permits the trainee to put into actual practice what he is learning. Thus, he has the immediate opportunity to try out new ideas and perfect new skills as they are introduced. Additionally, his performance can be immediately evaluated and feedback provided as needed to control his development. These advantages have "led development specialists to the conclusion that what happens on the job is far more important in the growth of a manager than the more formal, off-the-job activities."[4]

On-the-job methods incorporate all of the principles of development that were mentioned in Chapter II of this paper. Especially important are the company climate and the key influence of the boss.[5] On the job, it is also easier to concentrate, if a conscientious plan is followed, on the man's individual strengths and weaknesses and to provide him with activities that are tailored to his specific needs.[6] This way, the individual can promote much of his capability.

Coaching

Coaching is one method that is used quite regularly and has generally been recognized as a most important factor in developing managers. Coaching consists of the more or less constant flow of instructions, comments, criticism, questions, and suggestions that a manager uses to guide and motivate his subordinates. Put another way, "coaching is face-to-face counseling. ... It involves the continuous analysis by both superior and subordinate, on a face-to-face basis, of the latter's performance. Rather than leaving to chance what is learned from experience, the coach makes certain the lessons are learned."[7]

The key element in coaching is the active involvement of the boss as he performs his duties of coach. The boss with his subordinate must establish the subordinate's training goals and then see that the subordinate is given the opportunity to gain the experience needed. It is important that the subordinate be able to gain the experience. It has been viewed that the proper way to

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coach is for the boss to keep his eyes and his mind only on his subordinates job. The boss must recognize that there are different management styles, and that his own style may not agree with his subordinates. He should let the subordinate discover and correct any errors himself. This can be done without the boss interfering in the task himself.

Another variation of coaching is for the boss to seek the help of the subordinate in solving his own problems. The subordinate, by participating in solving the boss's problems, gains a broader perspective and is prepared for larger responsibilities by looking at the unit from the bosses viewpoint. This variation incorporates a consultive management viewpoint and both people benefit.

One of the more important elements of coaching is example. Coaching means improving people through the day-to-day personal relationship between a supervisor and a subordinate, and some of the ways this can be done are as follows:

Set the right example.
Build on his strength.
Delegate more.
Insist on completed assignments.
Let him "pinch hit."
Seek his opinion.
Let him know how he's doing.
Broaden his viewpoint.
Use specific examples.[8]

Even though it is generally agreed among authorities that "coaching is one of the most, if not the most, important ways by which to stimulate the development of managers,"[9] coaching is not used to its potential. "Survey after survey, year after year, shows that getting coaches to coach is the 'Achilles' heel' of efforts by companies to develop managers."[10] Coaches have to accept their responsibilities. Still coaching is the most commonly used method.

The Sylvania company puts this emphasis on coaching: "Coaching is the most important development method .... All other methods are practically without value unless each man is getting the right type of coaching from his immediate supervisor."[11] Getting the right amount of coaching involves some aspects of performance appraisal.

Performance Appraisal

Performance appraisal is "a judgment by one or more persons of the way in which another person, usually a subordinate, has been fulfilling his obligations to an organization over a stated period of time."[12] Most companies use some method to appraise a man's job performance. Such devices are referred to by different names: merit rating, progress reporting, service rating, efficiency rating and performance appraisal. But no matter what the label, inherent within the judgment is a tool for management development, and that tool, as with coaching, is feedback.

After the appraisal is made, the judgment needs to be communicated to the individual being evaluated. Once the appraisal is communicated, the individual is in a better position to develop his abilities, since he now knows what he does well, what he does not do so well, and how he needs to develop to become more valuable.

The key point in this process for management development is the post appraisal interview. If conducted properly, it will not only let the subordinate know where he stands, but lead to concrete plans for improving performance and building strength. Emphasis is not only put on his present performance, but areas which might limit his choices for advancement in the future are also mentioned. With this information, a development plan can be made with emphasis on how to improve present performance. The more specific the plan is, the more valuable it will be. Specific courses of action such as read designated books, attend specific courses, receive a special assignment for needed experience, join a professional organization, or receive a committee assignment are possible courses of action. Once the plan is made, follow up interviews should be arranged. But like coaching, this method also has problems.

A problem develops in that many appraisers feel uncomfortable in the feedback stage, just as they did with coaching, and feedback is not provided. Many superiors also feel uncomfortable in making judgments upon another man's personality or method of work when the supervisor's criteria cannot be proved to be valid.[13]

Much of the problem can be resolved by codifying the appraisal areas and providing specific instructions to the rater on what he should be doing.

Again, the steps used in the appraisal process are similar to those used in coaching, and the two should go hand in hand. An appraisal is made, the judgment or result of the appraisal is communicated, and a development plan is made to improve weaknesses and capitalize on strengths. Followup is made on the plan to review progress. A part of the plan that is developed might include a special assignment.

Special Assignment

Special assignment, as the title implies, consists of assigning a promising manager, who needs broader experience, or who the company wants to test, to a special problem or area of work that needs to be done. The assignment may be made in addition to his normal duty, or it may be made his sole duty. Regardless of which approach is taken, it provides an opportunity to observe whether or not the potential has been correctly assessed and, if not, to plan more development experiences.

All organizations have a great deal of non-routine work that needs to be done and can be assigned to develop managers. However, the problems must be important and not just "make-work" ones. The problems should be problems important to the company and its future. They also should be in a new area of experience for the individual, as it does no good to assign a person to a job he is already competent in. If the job requires the use of new skills or different methods, "if it requires con[illegible] with unfamiliar functions, or if it demands a broader perspective, then it can stimulate the man's development as he struggles to master the task."[14] However, the job should not be overwhelming. Stretching the man, not breaking him, is the object.

Another variation is to withhold some vital information so that the man must recognize his lack of knowledge, determine where he can get it, and then make the necessary contacts to obtain the information. Special assignments may also be given to groups of managers rather than to an individual.

When a group is given a special assignment, the same training value accrues, but several men are brought together and they can stimulate and learn from each other. Such groups may be referred to as committees, task forces, or boards. A task force is usually an Ad hoc group, set up for a specific problem and disbanded when the job is finished. A multiple management board is a permanent body with rotating membership, and often its membership is limited to junior executives.

Multiple management boards are made up of a group of men with variety of backgrounds to study problems and propose solutions. The board is not authorized to take action, but functions to investigate, analyze, and propose. The members are given great discretion in what they can do. When they complete a project, a report is presented with recommendations to the office that convened them. The responsible executive then has the authority to effect the recommendation made by the board.

Many companies keep a permanent multiple management board composed of junior executives. The principal benefit to the member comes from the opportunity to wrestle with problems far larger in scope than those he faces in the course of his own work. Thus his perspective is broadened, and he also works with others. The company can benefit by receiving real solutions to significant problems. But if both benefits are to be realized, the board must be given really important problems with which to grapple. Otherwise no real development takes place.

Job Rotation

Job rotation is basically a series of job moves to provide added experience in a variety of situations and consists of two types of moves. The first involves moving men through a pre-planned series of relatively short-term training assignments. The second consists of making transfers and promotions with an eye to the beneficial impact of the jobs upon the manager's development.

The first method is often used as a part of orientation and internal job training. Assignments can be quite short as the person is primarily interested in just getting a feel for the work and methods used by the unit to which he is assigned. In the second method, the objective is more encompassing.

In the second choice, a man is selected and moved on the basis of his development needs and his ability to do the job.

In 'progressive" experience rotation, none of the jobs are a special training position. The man, when he is assigned, has the full responsibility, authority, and accountability that goes with his position. He is there to do the job. The extra benefit is that the experience he gains will help him develop as a manager. In this type of development, both the position and timing are important. A man should move when a challenge is no longer presented by the position. However, he must have enough time to respond successfully.

Some firms attempt to identify early those young men who show potential for becoming management generalists. Once identified, they are rotated through a variety of functions, both line and staff, throughout their whole career. Rather than training a man as a functional specialist first, they train him as a general manager from the start. As can be seen, this method has less application in the case of the professional specialist than for the manager in general. However, the more common practice is to make early moves within one function. As the man moves up within a given specialty and approaches the ranks of general management, more consideration is given to shifts that acquaint him with a broad range of functions, to help develop an overall corporate view of the company. An inferior variation of job rotation is the assistant and assistant-to technique.

Assistant and Assistant-to

The assistant or assistant-to is typically an over-the-shoulder or understudy training situation. The position is often created solely for development purposes. There are generally two types of assistants: the staff assistant and the line assistant. The staff assistant--the assistant to a manager--is an aide to the boss whose typical job is to help the boss in whatever way the boss dictates. This man does not have authority over his manager's subordinates. The line assistant--the assistant manger or vice manager--has secondary responsibility for the same function as the boss. If the manager is absent, the assistant manager takes over. Total responsibilities may be shared in a variety of ways.

Whether staff or line assistant, the individual has a particularly good chance to see the whole operation of a department rather than a small segment of it. And he can be moved into the job to get the experience he needs and moved on again without disrupting the organization. It is also a good way to train a person before he assumes the manager role. The main disadvantage of this method is that a person learns more by actually managing than he does by assisting.

The disadvantages of this method are listed so they can be contrasted with the job rotation methods discussed earlier.

1. Men develop as a result of handling real responsibilities for which they are accountable.

Assistants of any type, do not really have their own responsibility.
2. Bosses tend to interfere constantly, preventing the assistant from gaining experience.
3. If the assistant should do something and blunder, he is apt to be spared the bracing experience of truly being held accountable.
4. Tends to become carbon of boss if he develops.[15]

Although on-the-job training encompasses much of the experience training and is used the most, off-the-job methods offer greater variety.

Off-the-Job Techniques

Off-the-job training does not necessarily mean away from the job. It applies to training that is not an integral part of the prospective manager's normal current day-to-day work. It is received outside his normal work environment. As has been noted, experience is a good teacher, but it can be an inefficient one. Therefore, formal training combined with experience can be an effective combination. And often formal training, which gives background material and sets the stage, makes experience come easier.

An off-the-job experience can be specifically structured for learning, whereas training may not be right or sequential on the job. Ideas can be developed step by step in the most efficient learning sequence. The relative importance of the subjects touched upon can be pointed out, and the underlying concepts can be stressed. Often on the job, the importance of events becomes distorted, and the individual has difficulty distinguishing between principles that he could apply in almost any job and practices that are specific to the one job he holds at the moment.

Off-the-job training may be conducted by the company or outside the company. "The incompany and outside courses are used with about equal frequency."[16] As indicated previously, the choice of a proper method depends upon what the company is trying to accomplish, with whom, by whom, and in what situation. In many cases a combination of techniques will be better than a single method. We will now review the commonly used techniques, and the first one we shall consider is the old standby--the lecture.

Lecture

"The lecture is a prepared presentation of knowledge, information, or attitudes to have others comprehend or accept the speaker's message." Even though it is one of the older methods, it remains a most important method of training. "The lecture is the most widely used training method." And it is often used best in combination with other techniques.

The chief virtue of the lecture is also the major disadvantage. This virtue is that the lecturer is almost in complete control. This can lead the learner to become passive and provides for no participation or involvement. The general advantages listed for a lecture are that it is more direct, more clear, more controlled by the instructor, and conserves time. The disadvantages are that it can be dull, lacks group participation, requires careful preparation, and requires communicative ability. The disadvantages can be overcome by careful preparation, making the presentation levely, providing good delivery, using training aids, and using variety.

Since all are familiar with the lecture, its treatment will be brief. It will continue to be used because of its advantages both in and outside the company in training programs. A special form of lecture is the panel discussion.

Panel Discussion

The panel discussion is often a short series of lectures. Therefore, what has been said in relation to the lectures also applies to the panel. However, the panel has the added advantage of variety. It can reduce the strain on the audience by presenting a different voice, force, interpretation, and view. However, planning must be done to insure that the separate talks will add up to a whole. Despite all the criticism directed at them, they (the lecture and panel discussion) are still the most widely used, most widely relied upon method for training managers."

Group Discussion and Seminars

A method which provides for more individual involvement is the group discussion or conference. A conference is a meeting of two or more individuals to pool their ideas; examine and share facts, ideas, and data; test assumptions; and draw conclusions; all of which contribute to the improvement of job performance. The conference, in contrast to the lecture, requires constructive and individual thinking and participation. The information that is transmitted comes from the experience and knowledge of the participants rather than from a single lecture or panel. The individuals in the group are teaching themselves through active participation. Since it is a pooling of experiences and opinion, it follows that the group must have had some experience with the topic or problem before they can discuss it. Having the required experience, the learning situation for the instructor becomes one of trying to elicit this knowledge from each member, keeping the topic on course, and insuring that objectives are met. If the group lacks information, one alternative is to use a resource man that can provide the necessary background.

In a group discussion, each participant has responsibilities that must be accomplished if the session is to be productive and kept from being a bull session. The overall criterion is for both the leader and participants to be prepared. Each must be prepared in terms of the subject to be discussed and the dynamics of human reaction that go into a conference session. Much has been written on these duties, and these writings can be consulted for details on how to use this technique. Here we are just concerned with the method and its advantages.

The advantages normally listed for the conference method include those that follow. It provides an active learning experience. It permits the sharing of ideas among men who have a great deal of practical experience with the subject. It provides a type of practice with ideas in that the participants analyze, argue about, and formulate concepts and principles in their own terms. It provides practice in oral expression and logical thinking. In addition, the leader has continuous feedback on what is being learned.

The biggest problem is associated with preparation--in that without it, the training discussion can turn into idle conversation. But, that can be a problem with all methods. It is also a slower process than some. A special form of discussion can be used with the case method.

Case Method

With the case method, students learn general principles of management through the intense study, analysis, and discussion of numerous specific business situations. The participants bring their own ideas and experience to bear during the discussion; they attempt to apply principles to the specific problems being discussed, they may even attempt to generalized principles from their understanding of specific cases. The method is similar to a group discussion--the difference being that the case is the topic which serves as the focus for discussion. The instructor serves as a discussion leader who guides the student through the analysis.

There are various types of case methods, but all have the same elements: case report, case analysis, case discussion, and the current situation. The case report is a picture of the specific business situation or problem. It may be verbal, on film, role played, or written, and the amount of detail will vary with the type of case being used. But regardless of form, the case report creates the situation with which the student is to deal. It should also be realistic, and the majority are drawn from real life, usually with identity changes.

The case analysis should also be realistic and approximate the steps the student would go through in the real life situation. This step takes time, and the student must determine what the problems are, which are the most important, and what facts bearing on it are available. Then he determines just what can be done, keeping in mind that there are generally no perfectly right answers. After the analysis, the case is then discussed as a group, and a wider range of views and experience is brought to bear on the problems. General conclusions can then be drawn for the benefit of the group.

Current situation refers to a side benefit in use of the case: communication. The human interaction required with the case study focuses on real time issues and gives the student practice in working with others, working in a time dimension, grappling with technical knowledge, and communication. All of these experience sharpen skills the student needs as he grows. In other words, the study group provides the case with a living experience within itself. Even though all case methods have these parts, they may be combined in varying orders, amounts, and media. This is what distinguishes one method from the other.

Case studies were pioneered by Harvard University in the 1880's. One type of case is known as the Harvard case, and it is characterized by long, very detailed case reports with comprehensive and well-documented background material. It is usually in a running narrative, and its major objective is "that students should learn for themselves by independent thinking: discerning in 'the ever-tangled skein of human affairs' principles which have lasting validity and general applicability."[17] The teacher acts as a catalyst who guides the learning process by helping the student discover for himself the facts and ideas displayed in the case reports which are most meaningful to him. The instructor does not tell the student what he should learn.

Another method, known as the short or abbreviated case, eliminates the complex case report. In it, all extraneous material is removed, leaving only the information that is pertinent to one aspect of a problem. Much of the student's problem solving requirement has been stripped from him, and some of the reality of the situation is missing.

A tool that is similar to the short case, but considered more useful, is the audio visual presentation. The case is presented in film or recorded form, and an additional dimension of human interaction and emotion is introduced. A similar variation can also be accomplished through role-playing, and this method provides even more student interaction.

The Wharton School Method uses a "live" case which is "a report of events that have just happened or are still underway." An executive from a company presents the problem, the class discusses it, each student writes a report, presents his report, and the instructor collects the reports and sends the best to the executive. The executive studies the reports, puts his comments on them, and then reports back to the class on how he handled the problem. This method starts and works with current information.

The last method we shall consider is the incident method. In this method, only a bare incident is reported to the group. Other information relevant to the incident is known only to the discussion leader. The group gets this information only by asking for it specifically. If no one asks, it is withheld. After the fact finding stage, the group attemps to determine the major issues to be resolved and whether minor issues should be explored. When the issues have been clarified, each member writes his own solution, then he joins in a short period of general discussion of all the proposed solutions. Those with similar views meet in groups, iron out differences, pick a spokesman, and prepare to debate their viewpoints. After the debate, the leader reports on the real life solution. Following this, they look for lessons learned, and in the process they have practiced skills.

Case studies have several advantages associated with their use. Rigorous analysis is required. The habit of logical thinking and searching for complete information before reaching conclusions is developed. In arguing viewpoints before one's peers, the ability to communicate and think on one's feet is developed. Further, the realism of the case material helps many managers relate what they learn to their own situation. And very importantly, the case method is generally popular with managers.

Disadvantages include the fact that cases are time consuming in the preparation and discussion needed to generalize on principles, and it sometimes takes time to get used to the idea of no right answers. Additionally, some criticize the Harvard case for being too long and the short one too short. The incident was designed to be in-between.

Cases are particularly useful for developing principles or concepts. To build skill in human relations, however, many firms use role playing.

Role Playing

Role playing is a "method of human interaction that involves realistic behavior in imaginary situations."[18] Role playing involves action, doing, and practice and can easily demonstrate the gap between thinking and doing. The basic core of the method is the interaction between people; thus, very few training programs in the field of human relations are conducted without some form of role playing. Through role playing, the student can experience what he is learning.

In role playing, the participants are usually briefed by the instructor at the beginning of the session. He outlines the situation and gives a concise description of the characters. The participants are then on their own to act out the situation, making up lines and action as they go. When they have finished the scene, they, with the observers, discuss what took place. Both the participants and observers tend to have definite emotional responses to the situation, and this participation helps them gain insight into the feelings of others. It also helps them understand their motivations when they play the role. During the discussion, the training purpose determines which elements of the situation are emphasized.

Role playing has many variations, most of which center on how preplanned or structured the role playing is. It can range from strictly structured situations, guided by a script, to pure spontaneous role playing. Some of the variations include role reversal, where roles are switched so the participant can try the other person's shoes; doubling, where a second person sits by the participant to express ideas he feels the participant is hiding; soliloquy, where the action is stopped to interview one of the players; multiple role playing, where several participants are conducting the same role playing at the same time; and role rotation, where several people are rotated through a given role to obtain variations in responses.

The spectrum of role-playing applications is almost unlimited. Its chief advantage is the emotional involvement it generates. The chief disadvantage lies in its unpredictability. It is hard to predict what will be learned, especially if the participants do not take their roles seriously and play to the audience. Groups can become too familiar with the method, and, thus it is best to use it when its special advantage is pertinent. Another method, which may be classified as a type of role playing, is business games.

Business Games

A business or management game is "a dynamic training exercise utilizing a model of a business situation."[19] It is a fairly recent method in business training which dates from the early 1960s. The method can provide an intensity of experience that other methods can seldom achieve. The game itself is a working model of the business world much as a case study. Teams generally play each other, and each is required to conduct an intensive search for factors underlying the surface situation and take actions based upon their analysis. Additionally, these actions alter the situation, necessitating further analysis and further action. They are exciting and powerful educational tools, with numerous applications in research, problem solving, executive testing and selection, and managerial decision making.

In the majority of games, the situation that builds requires the organization of a management team with a clear definition of functional specialties, and, thus, one of the first decisions must be how to organize for the greatest effectiveness. The degrees of reality vary, but most instructors feel that the real benefit comes if the players recognize the importance of constant analysis in a business situation and gain some experience with some of the analytical tools.

A critique period usually follows a stipulated time of play which can condense a long period of real world activity into a short time. The critique is frequently cited as the most valuable part, and all activities are reviewed. Games have been found to be a valuable tool for driving home the necessity for sound organization and the validity of the generally accepted principles of organization. They are also valuable for emphasizing the importance of long-range planning as well as the need to operate on the basis of established policies rather than expediency. Additionally, participants learn that every function of the company is important to the total corporate effort. The chief disadvantage often cited is that games involve only quantitative variable and avoid the human variables.

The overall advantages of this method include the following: It provides the participants with an appreciation of the complex and interlocking nature of business decisions; an opportunity to think in terms of the abstract, financial world of top management; the opportunity to test their assumptions about business relationships with the assumptions of the model; and opportunity to work as a team in making decisions to get feedback of results; and an experience that shows there are many dimensions to success or failure in a business.

In-Basket Simulation

In-basket exercises, a specialized form of gaming, are training exercises that use the contents of an in-basket to provide business situations that the participant must cope with. Most of the information which the participants receive is in an in-basket on their desk. After receiving an initial briefing on the exercise, the background is explained, and the participants go to their separate offices and act on the material in the basket. Not all of the material is equally important so the students must establish priorities and act. However, most of their action is individual and not interactive with others. In the critique that follows the exercise, the participants have a chance to compare notes on their actions and interpretations, and the instructor also gives his views. As with the business games, in-basket exercises give the participant an opportunity to apply concepts and to practice skills, Skills in analyzing, synthesizing, and writing are particularly needed.

With a different emphasis, the in-basket exercise can be used to teach standard practices, and, in this variation, it serves as a laboratory to practice the skill and provide experience after the skill has been introduced by another method. If used this way, the exercise must be designed to highlight the correct way.

One other variation uses a complex set of inter-related in-basket exercises to train in problem solving and decision making. A fictitious Apex Company is used, and the exercise, with related lectures, reading materials, and intensive critique sessions, make up a week-long exercise. Numerous companies use this copyrighted exercise. This exercise concentrates upon to purely logical aspects of managing and is designed to cover all management development needs. It attempts to make the decision process visible by exposing the participants to all the elements they must consider and relate to in reaching a decision. The participants learn how to do it better. Programmed instruction is an entirely different type of learning experience.

Programmed Instruction

Programmed instruction is a method of presenting material to the student at his own pace in a way that requires his active participation in the learning process. The information is presented to the learner in small increments, each one designed to build on those preceding it, and each one easily understood. The order in which each segment is presented is precisely designed, and requires the student to respond before he moves to the next segment. This response and the immediate feedback the student receives on his response helps reinforce learning. He can learn at his own speed without the help of an instructor.

Various methods are available for presenting the information to be learned. It can be presented on the printed page, through teaching machines, or computer. The text may also be sequential, requiring the student to go through all sequences, or it can be made to branch. If the student knows the material, a branching text allows him to skip the material he knows. The chief advantage of programmed instruction lies in the active involvement required of the student and the fact that he can progress at his own speed.

Sensitivity/Laboratory Training

A method quite different than those discussed so far is sensitivity training. Sensitivity or laboratory training is a method designed to "make men more sensitive to themselves and others, to make them aware of how consciously or unconsciously, they affect others and others influence them."[21] It is one of the newer methods, and it does not have the wide acceptance that many of the other methods have. Its purpose is to help men achieve a greater awareness of how human beings relate to one another. It accomplishes this by bringing to the surface, for conscious examination, the normally unquestioned assumptions regarding human relations.

It is an unusual training experience, time consuming, and somewhat unpleasant in its early stages. But for the emotionally healthy manager, it is an extremely effective means for developing his understanding of how individuals work together to accomplish their purpose. In it, the boss atmosphere is avoided, and the instrector insures that assumptions cannot go unrecognized and unquestioned. The training experiences generally last two weeks, and consist of three to four dozen people assigned to three or four groups with one or two trainers. The men live together remote from their home environment with no external communications permitted except in emergencies. As the group functions, no one has formal authority over the group, and the participants are robbed of their status. No titles are used, and the men are usually strangers to each other. There are no established agendas for the sessions and no established goals other than the goal of

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learning more about how individuals and groups function. Additionally, there is no prescribed way for the group to reach decisions.

With this environment, the first meeting is usually a frustrating experience--unstructed and unorganized. The announced agenda is whatever they want to discuss, and they usually have trouble deciding on what to talk about, how to decide on a subject, and providing leadership.

This first experience is felt to be necessary to establish that the participants' effectiveness in the past has depended in large measure upon their established relationships and upon their formal authority to command. Stripped of these, many of the participants have difficulty creating and maintaining working relationships with other men. Only as they become aware of this are they ready to question their assumptions about human interactions. As a man learns that others can accept him as he is, he begins to accept himself. It is not the same as psychotherapy which focuses on the self--it focuses on the group and how the individual functions within the group.

The individual learns emotionally, and, as he finds old ways may not work, he is forced to try new ways of relating to others. Hopefully, he better understands what happens in a group and broadens his repertoire of skills for dealing with group situations. As a group progresses, they decide more easily what they want to do and how to do it, can better achieve a consensus that recognizes both majority and minority viewpoints, learn to seek the leadership they need and accept it from one another, and develop effective ways to control the members who need to be restrained and invite those into the discussion who are reticent. However, following the experience, almost no one is able to say primarily how the experience has aided his work as a manager.

Assessment Centers

One of the most recent techniques to be developed for management development is the assessment center. Although the assessment center was primarily started as a selection technique, it also has great potential and equal value as a development technique. The author will discuss assessment in terms of its use in development. The concept was introduced 16 years ago, but it was not used with managers until the mid 1950s, and in 1969 its use began to grow. In 1969, over ten major companies were reported using assessment centers, and the current estimate is that more than 100 large and small firms are using them.[22]

In an assessment center, candidates are pulled from a job and given tests and group problems designed to explore their talents and capabilities. The assessee is observed in a variety of settings: management games, leadership groups, discussions, case analysis, in-basket exercises, and interviews. The observers are generally line managers, at least two organizational levels above those being assessed. The number of observers varies, but there are usually two or three--although some firms report the use of six.

After observing each candidate under similar conditions, each observer writes a report covering various aspects of the individual's performance. The staff evaluates each report and the candidate is then rated on his overall potential for advancement. In addition, a list of the individual's assets and liabilities is prepared to aid in preparing a self-development plan. Some of the traits that might be observed include: leadership, control, motivation, organizational ability, and talents for selling ideas, delegating authority, and operating under deadlines.[23] Also, oral and written communication skills, intelligence, independence, and problem analysis are noted.

The assessment center experience lasts from two to three days and serves as an excellent place for formulating a development plan. The exercise itself is also an excellent developmental experience. The candidate receives advice from those who presently hold positions he aspires to. "At no other time in the assessee's experience with his organization will upper management executives spend an intensive two or three hours discussing his strengths, weaknesses, and development needs."[24]

The assessment concentrates on management skills and not technical skills, and the conclusions indicate potential and are not necessarily a ticket to promotion. To date, most companies have custom designed their assessment centers. However, the American Management Association; Cable Jaffes and Associates; and Development Dimensions, Inc., all have programs that can now be purchased off the counter.

The potential of assessment lies in getting away from written tests to observing performance. Additionally, each person being observed has equal opportunity to display his talents, each is evaluated under similar conditions, and each is evaluated by persons unbiased by past association.[25] Further, the key for development comes in the feedback and what is done with the feedback after the assessment experience. To be useful, the feedback must be used.

Outdoor Training

One other new method being used to train managers uses the out-of-doors environment. Several companies have used Outward Bound schools as a means of building confidence and teaching teamwork. Outward Bound, which started as a survival school for British sailors in World War II, grew internationally until there are now 27 Outward Bound schools on five continents. Five of these are in the United States, and two of these offer courses tailored for managers.

In this program, ten men from various companies are put into a group with two instructors. The group then takes off for an isolated spot on a 10 or 21 day expedition. Together the men plan a course through rapids, climb a mountain, or grappel down cliffs. Each activity requires teamwork as well as individual effort. At the end of the course, each man must live alone on his own resources for three days. Ideally, the men return with renewed self-confidences and a fresh look at the way they work with others.[26] The Coors Company is one company which uses this training method. Twenty per cent of the Coors Company management group have been through the course.[27]

The benefits which individuals hope to receive from the course include: It makes a person aware of his problem solving ability, teaches a person how to rely on someone other than himself, renews self-esteem, and develops a sense of responsibility, trust, and an awareness that you have to work with others.

Having looked at the various methods and techniques used to relate management principles and concepts to prospective managers, now let us turn to the combinations in which these methods are used.

Programs

The first and most obvious way to use the techniques is internal. The company builds its own development programs. The other source is to use external programs. Obviously those methods listed under on-the-job methods will be a part of an internal or company directed program. The off-the-job techniques may be used internally or externally, but often find use in external programs. Each type of program has its advantages and disadvantages. Some of those listed for an internal program include:

Advantages:
1. Allows discussion of specific company problems.
2. May lead to better understanding among managers on corporate issues.
3. Can be made responsive to questions as they arise.
4. Has served to "sensitize" new management terms quickly.
5. Can address development to specific industry problems.

Disadvantages:
1. May tie up key men at inopportune times.
2. May deter learning process because of the presence of superiors.

Some of those advantages and disadvantages listed for going outside the company atmosphere for development include:

Advantages:
1. May expose managers to "outside," fresh ideas.
2. Can spread out time or key executives attending.
3. Allows learning to take place where no superior is present.

Disadvantages:
1. May need to defer, or not handle at all, issues as they arise.
2. May affect managers of the same company in different ways, depending on the particular program attended.
3. May not be able to zero in on a given industry.[28]

If an internal company plan is chosen, it must be an organized and formal plan; not one that just allows development to happen. The program should take into account all the principles listed in previously in this study. Once outside the company, several different routes are open.

Seminars by Associations

Many professional associations, consultant firms, and companies offer a variety of training programs each year. These programs are also offered in a variety of environments. They are held in permanent conference facilities, some tour the country, and "several organizations now offer pre-packaged or custom-designed programs, complete with teacher, for in-office use."[29] Some of the groups offering these programs include: The American Management Association; The Administrative Management Society; Advanced Management Research International, Inc.; and Lutter and Helstron, Inc. This is not a complete list of those offering courses, but it does suggest the many sources that are available.

The American Management Association (AMA) offers the most complete line of courses, seminars, and conferences. In 1970, the AMA had 72,000 participants at one or more of its 2,400 meetings and seminars.[30] These meetings and seminars are held all over the world. Generally, the courses last from two to six days, and costs vary from $150 to $375. The subject range is also quite broad.

"There is a tendency now, on the part of firm's offering seminars, to provide more portability with their products....

These programs consist of multimedia training aspects, modular in design, that are sold, often along with an instructor to an individual company for a number of weeks."[31] These programs provide the advantage of allowing the company to control how it is used, when it is used, and the extent to which it is customized to fit the needs of the firm. Some general topic seminars on such topics as communication and motivation are also available for in-house use. Films are also available for rent.

The AMA also has a new line of home study managerial training courses which are used to study at home. These courses are similar to correspondence and programmed learning courses. This suggests another area of study that is available: correspondence course.

Correspondence Courses

Correspondence is educating an individual where the communicative medium between the student and the source of instruction is the mail. The student receives his material by mail, studies it, and when ready takes an exam, solves problems, prepares an example of his skill, or otherwise displays his mastery of the subject, and the school then grades his work. This type of study proceeds at the pace of the student, and when and where it is convenient to the student. Also, it is a generally cheaper method than attending in person the seminars and conferences discussed above. Again, a great variety of courses are available, but when we speak only of management development courses, the choice is a little more limited.

An individual professional reading program might also be included in this area in that professional reading provides an individual self-paced approach to development. However, reading lacks the structure and guidance provided by correspondence courses. If residence training is desired, many university programs are available.

University Programs

Many universities offer management development programs designed to educate managers who are on their way up. Presently, 50 universities offer full time programs for manager development. These courses last from two to fourteen weeks and cost from $225 to $325 per week.[32] One of the most familiar of these programs is the Harvard Business Program for Management Development which will be discussed to give an indication of how these programs operate.

The Harvard program conducts two 14-week classes a year. There are 150 students in each class, and each student must be nominated by his employer and identified as being on the way up in the company. Each student is required to live on campus in a dormitory environment, and this helps immerse him in the learning environment. He studies six days a week late into the night and the Harvard case method is used extensively. Over 200 cases are studied during the course. No tests are used, and no grades or report are given. The focus is one learning and exchanging ideas. More than half of the program is devoted to matters directly related to running the business, and the rest reflects the broadening view of business responsibilities. When all costs are considered it can cost a company thousands to send an executive to the course.

With the variety of university programs offered, there are both similarities and differences between programs. The major similarities include the fact that regardless of wording, almost all of the programs concentrate heavily on advanced planning, profit control, decision-making, communication, and handling people. Further, almost all deal with the broad problems of industry and management rather than those of a particular industry or a particular function. Additionally, each trains the man away from the job environment, where he has a better chance to reflect without interruption and also to exchange ideas with others. The major difference is that each program is geared to a different level of management, and, therefore, each may take a different approach. There is also a difference in entry requirements. However, most universities want individuals that are young, late 30's and early 40's who have been identified as on their way up.[33]

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Multi-Media

One other recent development that has aided management development is the development of multi-media presentation devices. These devices are helping make the text book obsolete. They also make it easier for companies to present their own development program and to take advantage of programs developed by external sources. Some of the most significant development are the growth of video cassettes; the use of video tapes; continuing developments in Super 8 movies, especially lip-syncronized sound-on-film; Super 8 release prints of 16mm films; and continuing improvements in sound-slide synchronization.[34]

Summary

Industry uses a variety of methods to provide needed learning experiences for developing managers. Some of these experiences take place on-the-job, and some take place off-the-job. Methods which are generally used on the job include: coaching, performance appraisal, special assignment, job rotation, and assistant and assistant to position. Development methods more commonly used off-the job include: lecture, panel discussion, group discussion, seminar, cases, role playing, business games, in-basket simulation, programmed instruction, sensitivity training, assessment, and outdoor training. Some of the more commonly used development programs outside the company include: association seminars and meetings, correspondence courses, and university programs.

Although the above methods and programs are by no means all the programs being used to develop managers, they do represent the major methods used for management development. In the following chapter, management development methods and programs will be discussed and compared.

CHAPTER V

COMPARISONS: WHERE AIR FORCE CAN LEARN FROM INDUSTRY'S EXPERIENCE

> Developing Air Force managers, i.e, promoting their competency to perform tasks of ever-increasing complexity, is an inherent responsibility of command.[1]

This paper, to this point, has established the rationale and framework for management development, has looked at industrial approaches to managerial training, and has looked at the Air Force concept of training managers. This chapter will compare some of the areas in which the Air Force can improve its efforts based upon industry's experience in four basic areas: structure of management development programs, emphasis on on-the-job methods, use of multiple management boards and Junior Officer Councils, and formal training programs.

Structure of Management Development Program

If a program is to succeed, it must have some structure, and management development is no different than any other program in this respect. For a program to work, those who are responsible for making it work must know their responsibilities, and these responsibilities must be spelled out for them. Planning is involved, and efforts are not left to change. "In a true development program, the experience is planned."[2] "For the individual, the exposures must be arranged so that succeeding ones supplement and build on prior ones. For groups, the content of courses must be keyed to the level of the recipients and planned to provide meaningful integration of subject matter."[3] However, before either the individual or group exposure can be planned, the person responsible for doing the training must be familiar with his responsibilities, the tools available for his use, how the tools should be applied, and be motivated to provide the necessary program. None of this just happens.

Industrial experience with management training programs indicates that guidance and a general framework must be provided within which the management development takes place. Thus, a need analysis can be useful and both organizational and individual objectives must be established. With these objectives, the appropriate training methods can be selected to train the individdual.

Much of the responsibility for effectively employing different training methods falls upon the supervisor. To perform the needed training, the supervisor needs to know what methods and techniques are readily available for his use and how to employ them. Hopefully, the supervisor will not have to go through an exhaustive effort to get this type of information. If he does, he may become discouraged. Good programs will provide the necessary information.

The Air Force management training program, as mentioned earlier in this paper, lacks specific direction and guidance. The basic framework is provided in AFM 25-1 and AFM 36-23; however, the impact is somewhat diluted by the requirement to cross reference management training and career progression ideas. To get the total impact of Air Force programs in management training, one must cross reference many manuals, regulations, and pamphlets. Further, in none of these publications is any description given of the methods that can be used and how they should be used. The commander who is told that developing Air Force managers is an "inherent responsibility of command" is provided no guidance on how he should go about performing and accomplishing this responsibility.

Industry has found that guidance is needed if you expect supervisors to rightly do their training job. For example, several training methods require feedback between the supervisor and his subordinate. Further, most people are uncomfortable with the feedback process, and supervisors need to be provided with guidelines on how to provide feedback and feel comfortable in the process. This type of guidance is lacking at the present time in Air Force directives.

However, Program Supplement 23 to AFM 40-1, Air Force Civilian Personnel Manual, does provide a management development framework for the Air Force civilian personnel program. This publication provides a good start on the type of information needed to insure a good management development program. It addresses itself to planning a management development program, determining needs, planning development, using development methods and contains a bibliography. With good followup, the basis for a good program is developed. The Air Force also has the capability for a good on-the-job management development program for its military personnel.

With proper guidance, the immediate supervisors and commanders are in the best position to develop managers. However, at the present time, the responsible people are not getting the proper guidance. Further, what little guidance they have is scattered through many publications, and the directive nature of it is very diluted. Industry has found, as pointed out previously, that such an ill defined program cannot be expected to achieve the maximum success, and there are indications that on-the-job development in the Air Force is not being done most effectively.

Emphasis on On-the-Job Methods

Both industry and the Air Force recognize the importance of on-the-job training methods. Over the years, management development specialists have concluded that what happens on the job is far more important in the growth of a manager than the more formal, off-the-job activities.[4] Another souce states that "it is generally conceded that 90 per cent of development occurs on the job. Therefore, it may be expected that in-company efforts will predominate and have some definite advantages."[5] Thus, on-the-job methods for training managers are quite important, and if the use of these methods is being neglected, a major portion of the training effort and potential is being ignored and passed up. Without the use of these on-the-job methods and the more formal off-the-job methods, the individual is left on his own to develop.

Industry admits that they have some problems in the use of on-the-job methods, but they are problems that can be overcome by training supervisors on how to use the different training methods and also on their responsibilities for using them. How is the Air Force doing on the use of informal on-the-job methods? Trends indicate that the Air Force also has problems. It appears that not enough on the job management training is taking place.

Major Robert Able conducted a study in 1962 in which he concluded that Air Force supervisors are not utilizing some of the most effective and available tools of management development "even though encouraged by the Chief of Staff and in some cases required to do so by Air Force directives."[6] Major Able personally interviewed the student body at the Air Force Institute of Technology, Air University, Wright-Patterson Air Force Base, Ohio. The student body provided a sample which closely conforms to the population distribution of the Air Force. Major Able made these observations:

1. Counseling has not been used by most Air Force supervisors as a method of developing the managerial skills of their subordinates. While some 64 per cent of the respondents' supervisors had made some attempt at discussing their annual evaluations with subordinates, 80 per cent had made to attempt to use the discussion as an opportunity to counsel the subordinate regarding his strengths, weaknesses, and performance.[7]

This question was asked during a period when the Officer Effectiveness Report (OER) was shown to the ratee. Now that the supervisor is prohibited from showing the ratee his OER, the rate has probably declined.

2. Coaching has been similarly neglected. Some 56 per cent of the respondents had not received any kind of coaching, and 78 per cent had not received coaching designed to develop their managerial skills (the difference being the coaching received in aircraft checkouts).[8]

3. Air Force supervisors generally do prepare an understudy to take over their responsibilities, either as a substitute or as a replacement. Some 42 per cent of the respondents had been so prepared, and most found this 'very typical' of their careers.[9]

Forty-two per cent represents a good percentage since not all subordinates would receive this type of training.

4. In the opinion of 56 per cent of the respondents, the Air Force had not rotated their assignments to develop their managerial abilities. Furthermore, 59 per cent had not received the variety of experience which the Air Force deems appropriate for their rank.[10]

5. Some 53 per cent had not received any encouragement to pursue any self-development activities.[11]

Although the above study is dated, observations indicate that the conclusions are still valid indicators of the present use of informal training methods. There appears to be an aversion to communication between a supervisor and subordinate.

Example is also an important training method which appears to need more emphasis. In a Squadron Officer School study conducted in 1970, 100 students were interviewed by faculty members to determine irritant areas that were common to Air Force junior officers. One of the six major problems identified was the leadership and management example provided by senior officers. In other words, the junior officer did not feel he was receiving a good example to emulate in his own conduct.

A 1972 Air Force poll also indicated the need for a better example from senior officers. Ten per cent of those polled indicated that Air Force leadership and supervision influenced them against an Air Force career.[12] The Air Force Times concluded that younger officers have not been as outspoken in previous years about "expressing a need for more professional leadership and quality supervision by their seniors."[13]

The results of the above studies and polls point to the fact that senior officers are not using the informal management development methods to the level that they can and should be used. Yet, this is supposed to be the primary means of developing the managerial ability of most of the officer force. One specific training method which is not being used to anywhere near its potential is the Junior Officer Council.

Junior Officer Council

One method used by industry for management development of junior executives is the multiple management board. Industry has had good success with these boards both in terms of the ideas they produce and the training they accomplish. The Air Force at unit level could use these boards more effectively.

The Air Force presently has the Junior Officer Council as prescribed in AFM 35-16, Volume 1. This board can be very easily used as a management development tool. In fact, this use is more in line with the original reason for establishing the council as stated in AFM 35-16, Volume 1:

> The primary purpose of Junior Officer Councils (JOCs) will be to assist commanders at all levels in the identification and resolution of problems. Through the JOC, junior officers will be provided the opportunity to actively participate in management decisions with the appropriate commander on problems ranging from purely local situations to those affecting all Air Force personnel. In addition, JOCs will provide leadership and professional military development opportunities not otherwise available. The opportunity to make direct mission conbributions will result in improved career motivation and retention.[14]

More specifically, the manual states that the JOCs should direct their activities toward:

> a. Participation in the resolution of mission-oriented problems.
> b. Modification and improvement of policies, practices, and regulations of local and higher

command levels that influence the Air Force members jobs and career attitudes.
c. Improving the physical environment which includes the working, living, service, convenience and recreation facilities and services.
d. Become involved in enlisted problems and projects in coordination with base enlisted councils.
e. Enhancing the overall Air Force image by initiating and operating community action programs and activities.[15]

The JOC, as envisioned in AFM 35-16, is a multiple management board as described earlier in this study. It is an effective management development technique used with success in industry to train junior executives However, indications are that the board has not achieved its potential as a management development tool in the Air Force.

The Air Force Association's (AFA) newly expanded Junior Officer Advisory Council (JOAC) held its third meeting in September 1972. Each Air Force major command and operating agency was asked to send a representative, and 24 captains and lieutenants selected by the major command's and operating agency's own criteria attended.[16] The council is purely an advisory body to the president of the Air Force Association, and its proposals are just propositions that can either be accepted or rejected by the AFA. After coordinating and revamping the panel's recommendations, they will be presented in a package by the AFA to the Air Staff.[17]

Several ideas are represented in the initial draft of the minutes for this conference that indicate JOCs are not being used effectively as a management development method. The conference condluded that in the past, there has been a tendency to concentrate on irritants and make the councils a grip board and a social organization. As a result, the broader objective's as mentioned in AFM 35-16 are not being met, and a board with great potential, in many cases, is being wasted. In scanning the minutes of JOCs over a six month period (April-September 1972), the president of the JOAC concluded that JOCs placed the least amount of time and emphasis on learning, using, and relating to the Air Forces' mission.[18]

The JOAC, as a result of the conference, is hoping to change the impact of JOCs and get them more in line with AFM 35-16. They want to get out of the gripe and social category into the area of real management and mission contributions. This desire is in keeping with the original reasons for establishing JOCs. The Air Force already has the structure for this management tool: all that is needed is to use it.

However, to improve they need the increased support of the local commanders who serve as president of the council. The program is a local one, and to make it work as a managerment development tool, local commanders must recognize its potential and make it work through encouraging the members, giving the council management problems to resolve, recognizing work that is done, and encouraging the members to work on areas that they themselves feel are important. This is a lesson from industry in an area that has been successful for them.

Another question that might be asked is why does the AFA have to be the one that takes the lead in revitalizing an Air Force program? The Junior Officer Councils belong to the Air Force and represent an Air Force program. Why doesn't the Air Force take the lead in trying to get the JOCs to communicate and integrate their efforts so they can be more effective? Hopefully, the AFA will be successful in an area that the Air Force has neglected.

Formal Training

Junior officers must also be concerned with formal management training since many officers are commissioned into the Air Force without any management background or training. Once commissioned, an officer is accepted as being a manager for assignment purposes. That is, he may be assigned to a job requiring management skills. Thus, any management training he receives is either received through his own initiative or provided by the Air Force.

For those officers who manage civilians, their first formal exposure to management concepts will come when they attend the base level management course prescribed by AFR 50-37. If they just manage military personnel, they may or may not attend the base level management course. For those not attending the AFR 50-37 course, their first formal exposure to management concepts will probably come at Squadron Officer School which, for the average officer, comes at 5.4 years of commissioned service.[19]

Beyond SOS, formal management training programs become quite selective and are open to only a small portion of the total officer force. Thus, there are many officers who will receive no formal training beyond that received at SOS. Also for some, their first formal exposure to management concepts will come when they attend Air Command and Staff College at about the time they have 10 years of commissioned service or are half way through a 20 year career. This first exposure would appear to be coming too late. In fact, many junior officers feel that the SOS instruction is coming too late in their career. A program should have started at their home base.

The base level management course, prescribed by AFR 50-37, can be used with little additional effort. The course already exists, and lesson materials are already in existence. All that remains is to receive the payoff from this investment. If all officers attended this course sometime during their first three years of service, the Air Force would reap the benefit through the early years of their career. It would also help fill the gap in training that is not being done by the supervisors at the present time, and would also make the supervisors more award of the fact that there is a management development requirement at his level.

When we speak in terms of a 20 year career for a military officer and a 45 year career for a business man, we can readily see the requirement to make the military man as productive as possible as early as possible in his career. Why wait until an officer is in his middle years of service to expose him to the ideas that will make him more effective as a manager? Most of these officers have already been somewhat managing for several years. It would appear logical that he would do a better job of managing if he were exposed to some management concepts before he became a manager. This is a lesson industry has learned.

Because of their stability and the fact that not all of their people are expected to be managers, industry can be more selective in training managers. Industry can pick early those who are on their way up and train them, and most companies do this. The Air Force can also be selective and is, and much of their training is geared to training those selected as being on the way up. In fact, with current budget limitation, the Air Force is probably doing the maximum formal training it can do. However, since every officer in the Air Force is a potential manager, he must have some training so that he can be an effective manager when the time comes. It should be for the middle manager. The base level management course is a place to start that will give all a basic foundation of management concepts that can be built upon regardless of whether the officer is one of the few who is selected for further formal management development.

Summary

Industry has learned that a good management development program needs structure and organization. Additionally, those with responsibilities in the program must be provided the guidance necessary to fulfill their responsibilities. The guidance is especially important since immediate supervisors in the job environment carry the major responsibility for the managerial development of his subordinates. If the superior neglects his responsibility, then individual potential will not be developed to its maximum. Further, the sooner an individual is provided with the concepts of management, the sooner he will be in a position to use them. The net result will be a more effective organization. Multiple management boards represent only one method which can be used sucessfully to train middle managers. It appears that the Air Force can benefit from these lessons from industry.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The information collected in the course of research has led the author to conclude the following:

1. Management development programs are needed in today's dynamic environment to keep managers from becoming obsolescent in their knowledge of and practice of management skills.

2. Each individual's training needs are unique, and a variety of training methods and programs are available to provide the required learning experience to fill the specific knowledge or skill gap that may be lacking in an individual.

3. The Air Force has several off-the-job training programs that are designed to develop the managerial skills of selected individuals. However, only a portion of the total officer force can attend these programs, and with present budget restraints, it seems improbable that these programs will expand to any degree.

4. A great number of officers must depend on on-the-job training methods for receiving managerial training, and many of these on-the-job methods, which are a responsibility of supervisors, are not being used. As a result, many officers are not receiving maximum managerial development prior to mid career in

the environment where 90 per cent of their managerial development should be taking place. Superiors are not coaching, counseling, or providing the example needed in the quantity needed to train junior officers.

5. The Air Force lacks an overall plan for management development. Information pertaining to management development is scattered throughout many publications, and in no publication is there an attempt made to detail the methods or techniques supervisors should use to train their subordinates. The supervisor is given the responsibility to provide management development, but nowhere is he given the guidance on how to do it.

6. The Junior Officer Councils as originally conceived were to be a management development tool similar to multiple management boards used by industry. The majority of these councils have not been used in this role, and a great potential is being wasted.

7. Formal exposure to management concepts is coming too late or not at all in the career of many officers. Most Air Force training in management is conducted at the professional military schools, and this training begins with Squadron Officer School (SOS). Presently, only 60 percent of the officer force can attend SOS, and the average officer can expect to attend only after five years of commissioned service. Attendance at the Air Command and Staff College (ACSC) is even more selective,

and only 20 percent of those eligible can expect to attend. ACSC is usually attended after about ten years of commissioned service. Thus, due to the selective nature of these schools, some officers will receive no formal management training in the professional schools. However, even if a person is selected to attend the professional schools, there is a lack of formal exposure to management concepts in the early years of a career.

8. The major new innovation in management development being used by industry is the Assessment Center. However, more experience is needed with this method before conclusions can be reached on its applicability to the Air Force.

Recommendations

The following recommendations are made as a means of improving management development training in the Air Force. None of the suggestions require extensive amounts of money or programs. Most involve using programs the Air Force already has more effectively. The end result will be more effective management in the Air Force.

1. Officers should attend the base level management training course established by AFR 50-37 during their first three years of service. For officers involved in schooling during their first three years of service, the school they are attending should provide this management material as a part of their cirriculum. This insures that each officer has at least one formal

exposure to management concepts, and that it comes early enough in his career so it can be used effectively and timely.

2. The Air Force must review its personnel assignment policies to insure that they are consistent with the emphasis in AFM 36-23 that an officer is responsible for developing and planning his own career. At the present time, there appear to be several barriers that get in his way, such as assignment restriction and no clear directions on the route he should pursue. If individual planning and responsibility for individual development is to be the Air Force policy, sufficient information for the man to plan his career and development should be available. He should also have some assurance that he will get what he plans.

3. All Air Force guidance and directives on management development should be consolidated into one document. This document should give some structure to management training by outlining objectives and responsibilities for administering the program. Further, this guide should have a chapter which describes on-the-job development methods that are a responsibility of the supervisor. Program Supplement No. 23 to Air Force Manual 40-1 provides a good start on the type of manual that is needed.

4. Command interest should be placed on management development. Inspectors should investigate to see what is being done to train tomorrow's managers. This appears to be the only way to give the subject equal time with other matters.

5. Junior Officer Councils should be used more as a management development method as prescribed in AFM 35-16, Volume 1. Commanders must take the initiative in implementing this recommendation since they serve as president of the council. Major commands and inspectors can monitor this use very easily by reviewing the minutes of the meetings.

The end result of implementing these recommendations will be better prepared officers who will be ready to handle the management jobs to which they can expect to be assigned during their Air Force careers.

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